

NOTES ON THE BOOK “THE INTERNATIONALIZATION OF THE CANADIAN UNIVERSITY” FOR THE LUNCH TIME REMARKS

[These remarks are taken from a draft of the Foreword to the book]

Several books have been written in recent years about the state of affairs at Canadian universities.¹ But in any examination of the recent history of Canadian university development, special consideration must be given to international cooperation, to Canadian university outreach beyond its place in domestic affairs. This book focuses on the continuously evolving story of Canadian universities' international dimension. Taking a look at this story now is essential given the speed with which the world is changing and the implications that some of the changes have for Canada, and in particular for the Canadian university community. Delaying an examination of where we have been may compromise or unwittingly steer current international cooperation efforts in unproductive directions, indeed place some in jeopardy.

The theory and practice of international relations are greatly affected by a world undergoing rapid and major change. CIDA, IDRC and AUCC share the view that the Canadian university has an inspiring story to share with Canada -- indeed, with the world. The university community can take credit for many early initiatives which opened up new lines of international assistance and which shaped the values that have defined Canadian aid. This book documents the university community's leadership, of long-held visions and good and steady effort in the sphere of international development.

But it is too early to celebrate. The book does look at problems because these anchor the discussion in the day-to-day reality, and because they oblige us to confront shortcomings, and to focus on the new challenges. The contributors show the strong tradition of Canadian university international endeavour that provides a base from which to confront, with confidence, current and future challenges faced by the faculty, by the students and by the larger community that looks to the university for guidance.

The book was written with several audiences in mind: readers in Canada and abroad; members of the university community and those whose work connects with that community; and old hands and a new generation of scholars and practitioners.

For Canadian university people of all ranks and persuasions, the book offers a historical perspective of the rich tradition of accomplishments which are the reference points when those involved in the internationalization of the institution, now and in the future,

¹We have in mind: *University in Ruins*, B. Reading, Harvard University Press, 1996; and *Petrified campus: the crisis in Canada's universities*. Random House of Canada, 1997

need encouragement to champion generous and often risky, innovative, approaches to the challenges posed by globalization.

Practitioners working in the institutions and agencies involved in Canada's role in international development, such as CIDA and IDRC, and a growing range of government departments, non governmental organizations and the private firms caught up in international issues, will have a better appreciation of the history of achievements that have built the unique resource the universities bring to Canada's international endeavours and will reflect on what is needed to maintain and enhance this resource.

A very important audience is the developing country partners -- past, present and future -- those who have shared the history of the international outreach work of the Canadian university and who will be the best judges of whether or not the claim to honourable and effective work is justified. We are confident that the record of international work set out in the book demonstrates that Canadian universities have been worthy partners over five decades of Canadian aid. But we are equally aware that overseas collaborators want to know how the Canadian university community is coming to terms with economic pressures -- adapting at home to new realities while preserving the values and principles that support an open and fair sharing and exchange of knowledge, concern for equity and justice, a respect for self determination, and an acceptance of the diversity of cultures and practices.

Another overseas audience is found in the university communities in the developed countries -- especially in Europe, the United States, Australia and New Zealand. We need to risk comparisons to find out how we stack up; to learn where standards are being set and what we need to learn, borrow, adapt and, of course, improve upon from these other jurisdictions. At the same time, we are confident that Canada's past record gives our universities a strong voice in establishing values-based university collaboration for the future.

One final audience -- and, though placed last in this list, arguably the most important -- is the younger generation, in Canada especially, but also overseas. The book will encourage a new generation to insist that the university remain an initiator of change based on equity and justice, and through the discovery and sharing of knowledge and promotion of best practice.

1. (For all panellists: an opening statement of from three to five minutes)

HOW IMPORTANT DO YOU VIEW THE INTERNATIONALIZATION OF THE CANADIAN UNIVERSITY? WHAT DO YOU SEE AS THE BENEFITS TO CANADA. HOW DOES THE INTERNATIONALIZATION OF THE UNIVERSITY RELATE TO IDRC'S OVERALL PRIORITIES.

- Surely we are back to first principles. Universities have always been international organizations. They have long been an important window on the world for their countries. They are proven, cost effective institutions for showcasing a nation's scholars and scientific achievement which, in turn, establishes a country's credentials to take part in all spheres of international activity.
- But most importantly, they are strategic assets to search out and bring back knowledge and knowhow for economic well being, cultural awareness, and contacts to enrich the intellectual and artistic life of a country.
- It is critical to internationalize the individual -- student, faculty, administrators. But we are well along that road -- because the international experience has been increasingly important for what we mean by 'an educated person'.
- I see several other questions behind the question:
 - Are we clear about what we mean by internationalization? It will mean different things to different constituencies: for the student, it's experiential learning; for the faculty, it's access to comparative research; for the administrator, it's business, comparative advantage, overheads.
 - Also, I wonder how we square the commitment of individual universities' efforts to internationalise with some combined effect at the level of the university community as a whole. If individual universities see internationalisation as a strategy for competitive advantage within the pack of Canadian universities, what can we hope for as a national community resource? What will the universities permit AUCC to do to ensure that the combined strengths of the community are available to Canada?
 - The challenge is to incorporate/integrate all of these perspectives into the fabric of the university -- this is why institutional commitment to internationalisation is the *sine qua non*. In return, the act of institutionalizing brings a wholeness to institutions made up of a range of disciplines, points of view, etc.
 - Another question is: What to internationalize around? International development has been the focal point (the consensus) -- narrowly defined as aid, technical assistance, capacity building, institution building. Not surprising, since the funds came primarily from ODA. But international development, broad foreign policy issues, and specific security issues -- national and global are all competing for funds and, as important, public attention. Although the Minister of Foreign Affairs is seeking public input, and although certain faculty play important and prominent roles, I would like to hear from the university on how it sees its institutional role in this diverse and quickly changing environment.

- Is the internationalization of the Canadian university worth spending Canadian treasure on? The resounding answer is: Yes!.
- “Canadian universities are important players in this field (internationalization) and regardless of Canada's future abroad, they will remain a permanent feature of the landscape.” (Strong, 1996)
- Then we run into that very Canadian circumstance: To whom do we talk to make the point -- to ask for the funds? For day-to-day funding, you talk to the Provinces. To whom does one talk at the Federal level?
- Most of the support for the universities’ international work comes from CIDA -- for international development work.
- The good news is that the granting councils, having sacrificed international work as budgets were reduced, are now using restored budgets to reinvigorate the international dimension of their work. I very much hope that a renewed commitment to the strategic importance of the international dimension of research will not be confined to traditional spheres of interest in the US and Europe, but will now include the developing regions of the world. This would respond to the strategic imperative set out in Canada in the World -- Foreign Policy is Domestic Policy and Domestic Policy is Foreign Policy.
- From the IDRC perspective, the Canadian universities have been collaborators and partners from the outset – although the more formal arrangements for the Canadian Cooperative projects date from 1980. Quite simply, when IDRC’s developing country participants need help to fill gaps in their own human resources and toolkits, we turn to the Canadian university. We are seldom disappointed.
- (AND AS AN ASIDE: And we know that this collaboration often comes at a price for the individual Canadian researcher -- who will not be encouraged to offer research done in collaboration with developing country researchers for credit towards tenure and career advancement. That is something that surely must change in an new orientation of the internationalization of the university.)
- We expect to find a mix of scientific skills, expert knowledge of regions, and cultural sensitivity. We are very conscious of the fact that we draw on this resource and we take steps to replenish it through our awards program for Canadians. And, frankly, I think that we offer Canadian researchers exposure and involvement in very exciting and satisfying work -- which in turn repays Canada through membership in international networks, richer, up-to-the-minute curriculum, and international recognition.

2. (For Huguette Labelle and Maureen O'Neil)

CANADIAN UNIVERSITIES HAVE A LONG STANDING PARTNERSHIP WITH CIDA AND IDRC. IN THE CASE OF THE EVOLUTION OF INTERNATIONALISATION IN CANADA, FACULTY INVOLVEMENT IN DEVELOPMENT COOPERATION SPONSORED BY CIDA AND IDRC HAS BEEN A CATALYST IN THE DEVELOPMENT OF A BROADER INSTITUTIONAL APPROACH THAT NOW ALSO FOCUSES ON AREAS SUCH AS STUDENT EXCHANGE PROGRAMS, MARKETING EDUCATIONAL GOODS AND SERVICES ABROAD

CIDA AND IDRC HAVE WATCHED THIS CHANGE UNFOLD, HOW DO THEY VIEW THIS EVOLUTION IN THE CANADIAN UNIVERSITY APPROACH TO ITS INTERNATIONAL ROLE, BOTH THE POSITIVE AND THE NEGATIVE ASPECTS

- IDRC can claim only a modest contribution here when compared to the much more extensive CIDA programs.
- We must keep in mind, too, that IDRC has called on Canadian universities selectively -- mobilizing them to fill gaps and needs identified by developing country researchers, and taking pains to ensure that the Canadian collaboration complemented, and did not replace or overwhelm, the skills of the developing country researchers.

[POSITIVE ASPECTS]

- IDRC has provided opportunities for Canada to showcase some of the best of its university research and personalities. In the past: forestry, fisheries, and plant genetics. Now, economics and finance, conflict resolution, interdisciplinary approaches to community-based natural resource management, ecosystem health, and information sciences.
- IDRC has always been conscious of the need to reinvest in a resource on which we depend; over the years, we have provided awards and scholarships for Canadians doing field work for their degrees in developing countries.

[NEGATIVE ASPECTS]

- We have become increasingly aware of how competitive the 'business' of internationalization has become -- this does not preclude, but it does complicate, coalition building.
- There is increased pressure for international activity to pay its way, and international work is seen as a full-cost recovery item as universities cope with smaller budgets for their main operations. It changes the dynamics of partnerships and collaboration when the question of overheads lurks in the background, as the researchers try to focus on the development challenge and the scientific problem.
- I am not singling out universities for criticism here -- as someone who heads a publically-funded organization, I understand the push for revenue enhancement. I put it

on the list of negatives as we reflect on this topic. At one level it is trivial, yet it has the potential to be a limiting condition for collaboration.

- Another persistent problem is the lack of recognition for tenure and advancement for faculty work on development projects. This is particularly problematic for young faculty starting their careers -- often the people with energy and commitment, and a desire to build the better world that we need. But I gather that this may be changing -- again as a result of institutional commitments to internationalization.

3. For Don Campbell, Huguette Labelle and Maureen O'Neil)

AUCC AND A COALITION OF NATIONAL ORGANIZATIONS HAVE DRAWN ATTENTION TO THE NEED FOR AN OVERALL STRATEGY TO PROMOTE THE INTERNATIONAL DIMENSION OF POST SECONDARY SCHOOL EDUCATION AND RESEARCH. HAVING REVIEWED THE REPORT OF THIS INITIATIVE----TURNING THE FORCES OF GLOBALIZATION TO OUR ADVANTAGE----WHAT IS YOUR GENERAL REACTION TO THE INITIATIVES IT RAISES.

- First, I congratulate the organizers on bringing together a coalition to represent a broad base of concern for the issue -- colleges, universities, students, faculty, and NGOs are represented.
- I was pleased to see that the Strong report, *Connecting with the World*, a joint effort of IDRC, IISD and NSI, was quoted -- certainly its message is germane and timely. And, of course, the eye leaps immediately to recommendation 2B, for CIDA and IDRC to get more funding. I cannot quarrel with that.
- There is no quarrel with the Report's propositions, strategic elements, principles, and recommendations.
- Apart from the specific recommendation on CIDA and IDRC funding, the international development aspects in the report are somewhat tangential -- it focuses on increased resources for university and college based international programs to strengthen Canada and so its ability to help others. Understandably, the report pulls on the market, trade, and self-interest levers to make its case.
- I could stop there by wishing you every success in recruiting support for the Report's recommendations and offering to work with you when developing country concerns again become an integral part of the strategy for internationalization.
- The report makes specific mention of the increased importance of the Pacific Rim countries for Canada -- evidence that the focus on some developing countries will demand increased strategic consideration that will inevitably lead to a more general appreciation of the strategic importance of developing countries for Canada.
- I see a dilemma in the making. Currently, Canadian universities rely on two sources for international activities support: the budgets of the Granting Councils, and the ODA envelope (mainly CIDA). Why didn't the Report make a link to the international aspirations / activity of the Granting Councils?
- Happily, the Granting Councils seem on track to receive increased budgets -- but we have to keep in mind that they are solely concerned with strengthening Canada's competitiveness, and that they favour collaboration with the industrialized countries.
- Developing countries in Latin America are beginning to offer desirable (strategic) partnerships. The aid budget is decreasing and, to date, it is this source that has underwritten the major cost of the universities' international work. The report calls for a further \$100 million in support of a dedicated strategy for internationalization.
- I would welcome new money. I would be concerned if this money were to be created from existing sources of support. I wonder if one task that the AUCC and other members of the coalition which produced the report might usefully undertake would be

to explore how a program along the lines suggested in the report might be funded from a broader range of existing programs that aim to strengthen Canada's presence -- not just from the budgets of CIDA and the granting Councils but from HRDC, Industry Canada, DFAIT.

- Although the Report draws on trade and market parameters to make its case, and the benefits to Canadian 'employers' is underlined, there is no focussed discussion on the role the private sector might play in underwriting at least some of the costs of the internationalization of higher education.
- This is a tough nut to crack, but I suggest that a starting point might be Canadian innovation in research funding embodied in the Network Centres of Excellence. These are innovative partnerships that require very close and strategic collaboration with the private sector. You will find a primer on the NCEs in "Formal Knowledge Networks", by Howard Clark, (one of your own community, and an 'internationalist'), prepared for IISD as part of the follow-up activities to the Strong report. Howard concludes that 'Canada is clearly in an advantageous position in its development and application of formal knowledge networks. Some existing networks are already beginning to contribute directly to sustainable development in Canada and have the potential to do so internationally'. I encourage you to read more about how he reached this conclusion.
- The Report is based on a model that is familiar to and owned by the university community. Its primary audience will see it as special-interest lobbying and will receive it respectfully, perhaps laud it, but, at the end of the day, will compete with calls for increased reinvestment in health care, public housing, welfare, etc. The NCEs offer another model -- largely designed and managed by the Canadian university community -- for improved strategic scientific research for Canada that might well be adapted to internationalisation efforts.

4.(Maureen O'Neil)

RECENTLY IDRC SPONSORED "CONNECTING WITH THE WORLD: PRIORITIES FOR CANADIAN INTERNATIONALISM IN THE 21 ST CENTURY," WHICH WAS UNDERTAKEN BY A BLUE-RIBBON TASK FORCE CHAIRED BY MAURICE STRONG. THE REPORT ARGUES THAT CANADA'S EMERGING COOPERATIVE ADVANTAGE ON THE INTERNATIONAL SCENE IS ITS KNOWLEDGE BASE AND THAT WE NEED A GREATER FOCUS ON THE PRODUCTION, DISSEMINATION AND SHARING OF KNOWLEDGE IN ORDER TO TAKE CANADA'S FOREIGN POLICY INTO THE NEXT CENTURY.

TO WHAT EXTENT, IN YOUR VIEW, DO THE FINDINGS IN THIS REPORT RELATE TO THE INTERNATIONALIZING CANADA'S HIGHER EDUCATION SYSTEM.

- I think the fact that the Strong report was 'used in evidence' for the Report by the higher education coalition discussed earlier makes the connection -- to paraphrase the quotation used.
- If Canada wants a prosperous future within the global economy, the size of the national economy and the size of the population will be less important than its intellectual capacity, political leadership, broad-based intellectual partnerships, transnationals policy inquiry, and mastery of new technologies. The report stresses the importance of Canada having access to local knowledge -- by which it meant knowledge of other cultures, other societies, other ways of knowing and doing -- and it reminded us that Canada's past record of international relations has generated a stock of good will around the world.
- The universities are used to thinking of themselves as the preeminent national foundation for the production of knowledge.
- Perhaps we have to start thinking of the university as 'first among equals', because knowledge-making is now a feature of an increasing number of organizations which think of themselves as knowledge-based, learning organizations. What distinguishes the university is that it sees knowledge as a public good to be shared by those who can use it. Will the university continue to do this if it looks to the market place for international survival? The recent fracas at the Sick Kids in Toronto is proof that this is not a hypothetical concern.
- I raise this issue because '*Connecting with the World*' identifies the need for Canada to invest more in knowledge systems that with a 'strong' [pun!] international dimension as critical to maintaining a prosperous Canada, but at the same time offers open-handed collaboration. There will be those who will worry about the free riders. Strong's solution for this is the creation of knowledge-based networks. In networks, membership requires equity in contributions and pay-out. We have good examples of where Canadian universities have networked to pool talents for cost-effective international cooperation. The NCEs again demonstrate the power of networking. I think that Strong asks us to consider how this mechanism can be used to resolve a range of Canadian

characteristics: big and small institutions, spread across a big country, lumpy capacity and expertise, etc.

- Whether preeminent or first among equals, the university as a community will play an important part in determining how Canada fares in the new international arrangement. They have to be seen to do this to attract continued, if not increased, public support.